



Anthony Middle School

Teacher: Julie Martinez

Subject: Reading & ELA Syllabus

First Semester

1st Nine Weeks

Unit 1: Literacy Essentials (15 days)

This unit bundles student expectations that address self-selecting texts, connecting to texts in personal ways, deepening their understanding of texts through interactions with it, and creating meaning through learning about language. The purpose of this unit is to serve as a foundation of best practices in reading, comprehension, response, and collaboration that will help contribute to deeper understanding and an appreciation for literacy. Genre of text selections are not the focus of this unit; therefore, specific genre characteristics and author's craft pertaining to a specific genre are not meant to be taught. Instead, the focus is placed on reading, writing, and discussion skills that are applicable to any genre and reading/writing purpose in order to establish foundational literacy practices to be employed throughout the year.

Unit 2A: Literary Analysis and Composition of Fiction and Literary / Narrative Nonfiction (20 days)

This unit bundles student expectations that address a study of literary works, specifically fiction and literary/narrative nonfiction. These genres represent narratives, or stories, that include literary elements and devices. Readers read both fictional and nonfiction narratives in order to learn about the world by making connections to literary elements such as character, setting, plot, etc.

2nd Nine Weeks

Unit 2B: Literary Analysis and Composition of Drama and Poetry (15 days)

This unit bundles student expectations that address a study of literary works, specifically drama and poetry. These genres represent creative writing and narratives that include literary elements and devices. Readers read and experience poetry and drama as art forms that provide insight into diverse perspectives about the world.

Unit 3: Analysis and Composition of Informational Texts (25 days)

This unit bundles student expectations that address analyzing and writing informational texts, specifically the multi-paragraph informational essay. This genre represents writing that informs, explains, and/or describes a topic. Readers read a variety of informational texts to learn about specific topics and areas of interest.

Second Semester

3rd Nine Weeks

Unit 4: Rhetorical Analysis and Composition of Argumentative Text (25 days)

This unit bundles student expectations that address analyzing and writing argumentative texts, specifically the multi-paragraph argumentative essay. This genre represents writing meant to persuade an audience. Readers read a variety of argumentative texts to consider their own and others' understandings of and perspectives on specific topics and areas of interest.

Unit 5: Making Connections across Genres (20 days)

This unit bundles expectations that address analyzing and making connections across multiple genres as well as writing across multiple genres. This unit focuses on comparing and contrasting a variety of genres on a related topic in order to reinforce the analysis and application of genre characteristics and author's craft. Most texts consumed and composed today are diverse in genre and purpose and can include a variety of modes such as images, charts, audio, or video to effectively reach intended audiences. Active readers and effective writers use their knowledge of genre and craft to understand and communicate ideas effectively.

4th Nine Weeks

Continuation of Unit 5: Making Connections across Genres (20 days)

Unit 6: Synthesis, Creation, and Innovation (25 days)

This unit bundles student expectations for the research process with comprehension and writing skills for the purpose of composing an original research product around a topic/field of personal interest. Student expectations based on the analysis of a variety of sources, including multimodal texts with images, graphics, text features, font, color, audio, video, etc. are the focus of research efforts. Exploring a variety of texts during the research process is representative of the type of texts readers and writers consume today. Readers and writers who are aware of authors' craft and techniques across genres, including the use of multimodal elements, are better prepared to read critically and compose effectively. The focus and foundation of this unit is to use the research process to refine and support one's own ideas in an argumentative research essay and a visual multimodal research presentation.